



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10651251  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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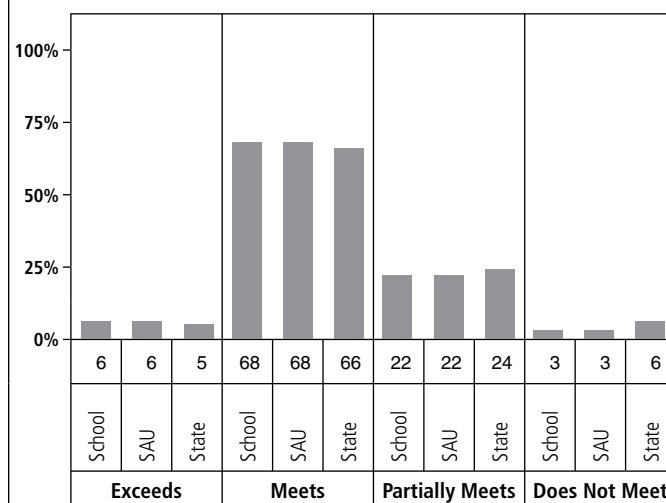
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 4  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

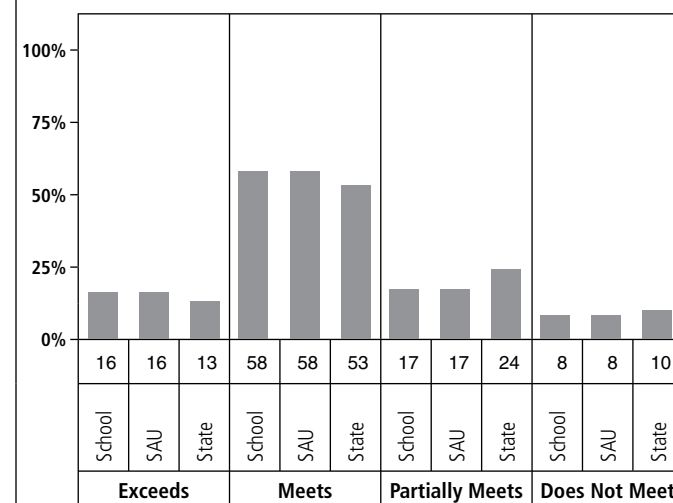
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	446	446	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>448</b>	<b>448</b>	<b>446</b>
Cum. Avg.*	446	446	445
<b>Mathematics</b>			
2006–2007	447	447	445
2007–2008	444	444	445
<b>2008–2009</b>	<b>449</b>	<b>449</b>	<b>446</b>
Cum. Avg.*	447	447	445

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	208	100	208	100	13805	100	207	100	207	100	13737	100	207	100	207	100	13746	100						
<b>Ethnicity</b> African American/Black	1	0	1	0	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	1	0	1	0	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	2	1	2	1	229	2	2	100	2	100	223	97	2	100	2	100	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	204	98	204	98	12883	93	203	100	203	100	12832	100	203	100	203	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	36	17	36	17	2383	17	36	100	36	100	2366	100	36	100	36	100	2364	99						
<b>Current LEP</b>	3	1	3	1	377	3	3	100	3	100	362	96	3	100	3	100	373	99						
<b>Economically disadvantaged</b>	38	18	38	18	5819	42	37	97	37	97	5782	99	37	97	37	97	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	157	75	157	75	10439	76	157	75	157	75	10471	76						
Identified disability (PET/IEP)	7	4	7	4	351	3	7	4	7	4	367	4						
LEP	1	1	1	1	171	2	1	1	1	1	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
<b>Participation with accommodations</b>	48	23	48	23	3142	23	50	24	50	24	3138	23						
Identified disability (PET/IEP)	27	56	27	56	1860	59	29	58	29	58	1860	59						
LEP	2	4	2	4	186	6	2	4	2	4	198	6						
504 plan	1	2	1	2	71	2	1	2	1	2	73	2						
Other	18	38	18	38	1060	34	18	36	18	36	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	2	1	2	1	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	2	100	2	100	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	1	0	1	0	57	0	1	0	1	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	11	6	11	6	507	4
	2007-2008	4	2	4	2	559	4
	<b>2008-2009</b>	<b>13</b>	<b>6</b>	<b>13</b>	<b>6</b>	<b>672</b>	<b>5</b>
	Cum. Total*	28	5	28	5	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	125	66	126	66	8749	63
	2007-2008	117	62	117	62	8308	59
	<b>2008-2009</b>	<b>139</b>	<b>68</b>	<b>139</b>	<b>68</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	381	65	382	65	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	43	23	43	23	3467	25
	2007-2008	46	24	46	24	3922	28
	<b>2008-2009</b>	<b>46</b>	<b>22</b>	<b>46</b>	<b>22</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	135	23	135	23	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	10	5	10	5	1165	8
	2007-2008	22	12	22	12	1264	9
	<b>2008-2009</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>3</b>	<b>751</b>	<b>6</b>
	Cum. Total*	39	7	39	7	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.5	67.7	32.5	67.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.8	70.0	16.8	70.0	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	15.8	65.8	15.8	65.8	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	205	13	6	139	68	46	22	7	3	448	205	6	68	22	3	448	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	2										2						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	201	13	6	136	68	45	22	7	3	448	201	6	68	22	3	448	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	34	0	0	12	35	17	50	5	15	440	34	0	35	50	15	440	2211	1	39	42	18	439
No	171	13	8	127	74	29	17	2	1	449	171	8	74	17	1	449	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	3										3						357	3	42	36	19	440
No	202	13	6	138	68	44	22	7	3	448	202	6	68	22	3	448	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	35	1	3	14	40	16	46	4	11	442	35	3	40	46	11	442	5677	2	57	32	9	443
No	170	12	7	125	74	30	18	3	2	449	170	7	74	18	2	449	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	205	13	6	139	68	46	22	7	3	448	205	6	68	22	3	448	13575	5	66	24	6	446
<b>Gender</b>																						
Female	111	8	7	77	69	22	20	4	4	448	111	7	69	20	4	448	6580	7	68	21	5	448
Male	94	5	5	62	66	24	26	3	3	447	94	5	66	26	3	447	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	30	0	0	15	50	14	47	1	3	442	30	0	50	47	3	442	2127	1	48	42	9	441
No	175	13	7	124	71	32	18	6	3	449	175	7	71	18	3	449	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	12	3	25	9	75	0	0	0	0	459	12	25	75	0	0	459	324	27	72	1	0	458
No	193	10	5	130	67	46	24	7	4	447	193	5	67	24	4	447	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 4  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	25	3	75	0	0	441	2	0	25	75	0	441	4	2	45	36	17	441
B. less than one hour	82	12	7	118	71	32	19	5	3	448	82	7	71	19	3	448	75	5	67	23	4	447
C. one to two hours	14	1	3	19	66	9	31	0	0	446	14	3	66	31	0	446	18	5	67	23	5	447
D. more than two hours	2	0	0	1	25	1	25	2	50	436	2	0	25	25	50	436	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	38	6	8	58	75	11	14	2	3	450	38	8	75	14	3	450	40	8	71	17	4	449
B. good	45	7	8	56	62	27	30	1	1	447	45	8	62	30	1	447	45	3	66	25	5	446
C. fair	17	0	0	23	68	7	21	4	12	444	17	0	68	21	12	444	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	31	8	13	45	70	8	13	3	5	450	31	13	70	13	5	450	31	8	69	19	4	448
B. They match some of what I have learned.	59	5	4	86	71	26	21	4	3	447	59	4	71	21	3	447	53	4	68	23	4	447
C. They match just a little of what I have learned.	7	0	0	6	40	9	60	0	0	441	7	0	40	60	0	441	11	2	54	35	10	442
D. There is no match.	2	0	0	2	50	2	50	0	0	440	2	0	50	50	0	440	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	25	4	8	29	58	15	30	2	4	447	25	8	58	30	4	447	19	4	54	31	11	443
B. about the same as my regular schoolwork	66	9	7	94	71	28	21	2	2	448	66	7	71	21	2	448	63	6	69	22	4	447
C. easier than my regular schoolwork	10	0	0	16	80	2	10	2	10	447	10	0	80	10	10	447	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	9	0	0	7	41	8	47	2	12	442	9	0	41	47	12	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	55	6	5	74	67	28	25	2	2	447	55	5	67	25	2	447	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	37	7	10	56	77	8	11	2	3	450	37	10	77	11	3	450	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	21	4	9	35	81	2	5	2	5	450	21	9	81	5	5	450	21	8	68	19	5	448
B. 20 minutes to an hour	68	9	6	93	67	35	25	2	1	448	68	6	67	25	1	448	55	5	70	21	4	447
C. less than 20 minutes	6	0	0	5	42	6	50	1	8	440	6	0	42	50	8	440	13	2	57	33	8	443
D. I rarely read at home.	5	0	0	6	60	2	20	2	20	440	5	0	60	20	20	440	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	28	5	9	29	54	17	31	3	6	445	28	9	54	31	6	445	25	3	59	30	8	444
B. six to ten pages	26	2	4	33	66	14	28	1	2	447	26	4	66	28	2	447	24	4	64	26	6	445
C. eleven or more pages	47	6	7	70	76	13	14	3	3	449	47	7	76	14	3	449	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	40	1	50	0	0	0	0	1	50	447	40	50	0	0	50	447						
B.	20	0	0	1	100	0	0	0	0	446	20	0	100	0	0	446						
C.	0										0											
D.	40	0	0	2	100	0	0	0	0	448	40	0	100	0	0	448						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Gorham School Department  
School: Village Elementary School-Gorh

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	18	10	18	9	1054	8
	2007-2008	15	8	15	8	1321	9
	<b>2008-2009</b>	<b>34</b>	<b>16</b>	<b>34</b>	<b>16</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	67	11	67	11	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	114	60	114	60	7394	53
	2007-2008	88	47	88	47	7079	51
	<b>2008-2009</b>	<b>121</b>	<b>58</b>	<b>121</b>	<b>58</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	323	55	323	55	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	37	20	38	20	3729	27
	2007-2008	56	30	56	30	3955	28
	<b>2008-2009</b>	<b>36</b>	<b>17</b>	<b>36</b>	<b>17</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	129	22	130	22	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	20	11	20	11	1735	12
	2007-2008	30	16	30	16	1642	12
	<b>2008-2009</b>	<b>16</b>	<b>8</b>	<b>16</b>	<b>8</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	66	11	66	11	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	32.2	67.1	32.2	67.1	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	13.3	66.5	13.3	66.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.4	67.5	5.4	67.5	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	6.7	67.0	6.7	67.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	6.9	69.0	6.9	69.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	207	34	16	121	58	36	17	16	8	449	207	16	58	17	8	449	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	2										2						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	203	34	17	118	58	35	17	16	8	449	203	17	58	17	8	449	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	36	1	3	12	33	12	33	11	31	438	36	3	33	33	31	438	2227	3	34	33	30	437
No	171	33	19	109	64	24	14	5	3	451	171	19	64	14	3	451	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	3										3						370	7	35	31	27	439
No	204	34	17	118	58	36	18	16	8	449	204	17	58	18	8	449	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	37	3	8	15	41	10	27	9	24	440	37	8	41	27	24	440	5704	6	48	30	16	442
No	170	31	18	106	62	26	15	7	4	451	170	18	62	15	4	451	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	207	34	16	121	58	36	17	16	8	449	207	16	58	17	8	449	13603	13	53	24	10	446
<b>Gender</b>																						
Female	113	13	12	67	59	19	17	14	12	446	113	12	59	17	12	446	6591	12	54	24	11	446
Male	94	21	22	54	57	17	18	2	2	451	94	22	57	18	2	451	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	30	0	0	14	47	10	33	6	20	437	30	0	47	33	20	437	2131	3	41	38	18	440
No	177	34	19	107	60	26	15	10	6	451	177	19	60	15	6	451	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	12	9	75	3	25	0	0	0	0	466	12	75	25	0	0	466	324	64	34	2	0	464
No	195	25	13	118	61	36	18	16	8	448	195	13	61	18	8	448	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 4  
 SAU: Gorham School Department  
 School: Village Elementary School-Gorh

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	25	3	75	0	0	440	2	0	25	75	0	440	4	4	37	30	28	438
B. less than one hour	82	29	17	100	59	31	18	9	5	450	82	17	59	18	5	450	75	13	55	23	9	447
C. one to two hours	14	5	17	18	62	2	7	4	14	447	14	17	62	7	14	447	18	12	54	24	10	446
D. more than two hours	2	0	0	1	25	0	0	3	75	428	2	0	25	0	75	428	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	30	21	34	31	51	6	10	3	5	455	30	34	51	10	5	455	37	22	56	16	7	451
B. good	55	13	12	72	64	18	16	10	9	448	55	12	64	16	9	448	45	9	56	25	9	446
C. fair	14	0	0	16	57	10	36	2	7	442	14	0	57	36	7	442	14	3	46	34	17	440
D. poor	2	0	0	1	25	2	50	1	25	431	2	0	25	50	25	431	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	37	21	27	43	56	8	10	5	6	453	37	27	56	10	6	453	35	19	56	19	7	450
B. They match some of what I have learned.	52	13	12	67	63	19	18	8	7	448	52	12	63	18	7	448	51	11	56	25	8	446
C. They match just a little of what I have learned.	8	0	0	9	56	6	38	1	6	444	8	0	56	38	6	444	10	5	43	31	21	440
D. There is no match.	3	0	0	1	17	3	50	2	33	427	3	0	17	50	33	427	4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	22	4	9	20	44	14	31	7	16	443	22	9	44	31	16	443	17	5	44	31	20	441
B. about the same as my regular schoolwork	63	24	18	80	62	20	15	6	5	450	63	18	62	15	5	450	62	13	57	23	7	448
C. easier than my regular schoolwork	15	6	20	19	63	2	7	3	10	450	15	20	63	7	10	450	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	12	0	0	12	48	6	24	7	28	439	12	0	48	24	28	439	7	6	36	32	27	438
B. 30–45 minutes	36	7	10	41	56	22	30	3	4	445	36	10	56	30	4	445	25	7	52	28	12	444
C. 45–60 minutes	27	11	20	37	66	7	13	1	2	453	27	20	66	13	2	453	38	14	56	22	8	448
D. more than 60 minutes	25	16	31	30	59	0	0	5	10	454	25	31	59	0	10	454	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	4	0	0	5	56	2	22	2	22	441	4	0	56	22	22	441	3	4	36	31	28	438
B. two or three days a week	13	4	15	16	62	4	15	2	8	449	13	15	62	15	8	449	12	13	51	26	10	446
C. two or three times each month	36	12	16	47	63	13	17	3	4	450	36	16	63	17	4	450	32	15	58	20	7	449
D. never or almost never	47	18	19	52	54	17	18	9	9	448	47	19	54	18	9	448	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	21	4	9	24	56	10	23	5	12	445	21	9	56	23	12	445	26	12	50	25	13	445
B. two or three days a week	36	14	19	46	61	11	15	4	5	450	36	19	61	15	5	450	32	14	57	21	7	448
C. two or three times each month	29	14	23	38	63	6	10	2	3	452	29	23	63	10	3	452	26	13	56	22	8	448
D. never or almost never	14	2	7	12	43	9	32	5	18	442	14	7	43	32	18	442	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	40	1	50	0	0	0	0	1	50	442	40	50	0	0	50	442						
B.	20	0	0	1	100	0	0	0	0	454	20	0	100	0	0	454						
C.	0										0											
D.	40	0	0	1	50	1	50	0	0	443	40	0	50	50	0	443						